



Grade Two Thematic

Taking Care of Me



Home Instructor's Guide: Days 1–9
and
Assignment Booklet 4A



**Learning
Technologies
Branch**

Alberta
LEARNING

Grade Two Thematic
Module 4A: Taking Care of Me
Home Instructor's Guide: Days 1–9 and Assignment Booklet 4A
Learning Technologies Branch
ISBN 0-7741-2128-9

Cover Photo: EyeWire Collection/Getty Images

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Module 4A: Taking Care of Me

Day 1 to Day 9

The focus in this module is on health and life skills, particularly wellness choices. The student will learn to make responsible and informed choices to maintain health. This includes the following:

- describing the effects of combining healthy eating and physical activity
- examining the need for positive health habits
- demonstrating appreciation for your own body
- classifying foods according to *Canada's Food Guide to Healthy Eating* and applying knowledge of food groups to plan for appropriate snacks and meals
- describing personal body image

The book, *Amazing Animals*, focuses on animals. The student will read and talk about selections dealing with animal growth, characteristics, habitat, food, and habits. From this the student will consider how animals become endangered or extinct. One of the reading selections and several lessons include dinosaurs. However, this module does not contain an in-depth study of dinosaurs.

The student will compare the growth of animals and their diet to his or her own diet. In the study of nutritious foods based on *Canada's Food Guide to Healthy Eating*, feel free to talk about foods that are specific to the student's cultural background. Include foods not mentioned that may just as well fit into the appropriate food groups.

As in the other modules, basic reading resources for this module are provided. In addition, it is recommended that you and the student visit the library to borrow the suggested books in the list below to augment the student's learning.

For the art lesson on Day 5, provide the student with picture books of birds. For the language arts lessons on Days 12 and 17, provide the student with books on baby animals and dinosaurs. Examples are listed in the suggested reading resources for Module 4B. Many of these are available at your local library.

Reading Resources

The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category. Any of the "Books to Be Read Aloud" can be shared with the student during Story Time.

Days 1 and 2

Books to Be Read Aloud

Cougar Kittens by Victoria Miles
Rabbit by Stephen Savage
Rabbit Rambles On by Suzanna Gretz
The Spring Rabbit by Joyce Dunbar

Books to Be Read Alone or with a Partner

Animal Babies by Bobbie Hamsa
Rabbit's Good News by Ruth Lercher Bornstein
Smallest Rabbit by Joyce Barkhouse
Jumpy, Green, and Croaky: What Am I? by Moira Butterfield

Days 4 and 5

Books to Be Read Aloud

About Birds: A Guide for Children by Cathryn Sill
Follow the Moon by Sarah Weeks
Honk! Honk! by Mick Manning and Brita Granstrom

Books to Be Read Alone or with a Partner

Feathers for Lunch by Lois Ehlert
Flap Your Wings and Try by Charlotte Pomerantz
Have You Seen Birds? by Joanne F. Oppenheim
Little Bird by Saviour Pirotta

Days 7 and 8

Books to Be Read Aloud

Family Album by Stephane Poulin
Fishy Facts by Ivan Chermayeff
My Arctic 1, 2, 3 by Michael Arvaarluk Kusugak
I Wonder Why Camels Have Humps and Other Questions About Animals by Anita Ganeri

Books to Be Read Alone or with a Partner

Crinkleroot's 25 Mammals Every Child Should Know by Jim Arnosky
I Went to the Zoo by Rita Golden Gelman
Roar and More by Karla Kuskin
Would They Love a Lion? by Kady MacDonald Denton

The following website features a variety of books at the student's level and interest:

<http://www.bookadventure.com>

Art Resources

Day 5

The following book would be helpful for sketching birds:

Birds by Jen Green

Field Studies

Some suggestions for a field trip are as follows:

- a grocery store touring all the departments to see which foods are nutritious and which are not
- a local pet store or zoo to check out nutritious foods for various animals
- a museum to see an animal or dinosaur exhibit

The following guest speakers could be invited to share their knowledge with the student:

- a nutritionist or dietician
- a bird-watcher
- someone knowledgeable about animals

Suggested Activities

At any time during class time or after the day's lessons are completed, you may want to reinforce some of the learning. The following are suggested activities the student might enjoy:

- Sort and read the high-frequency words and spelling words:
 - alphabetically
 - by length (from short to long or long to short)
 - by the same sounds (in any part of the word)
 - by easy words
 - by tricky words
- Read and clap out the syllables in high-frequency words and spelling words.
- Use modelling clay to construct a word. The student can roll out and shape the letters of a word, place them on cardboard, and feel the shape of the letters while saying them aloud.
- Make a set of cards from the words in each selection to play Bingo.
- Write questions he or she might want to ask before a bird-watcher's visit.
- Hang a bird feeder or suet ball near a window to attract birds. Discuss the types of birds attracted to the bird seed and suet.
- Spend a short time each day watching for birds outside the window and recording the number and kind of birds on a calendar.

- Ask oral animal riddles with family members.
- Watch a nature program about animals on television.
- Search the Internet at home or at the local library to find information about a favourite animal.

Materials You Need for Module 4

Besides the basic resources that come with this course, there are other materials you will need.

The materials required should be readily available. Ensure any materials needed for the day's lessons are collected and organized beforehand.

- paper of various types and sizes
 - lined and unlined
 - legal-sized unlined paper
 - Bristol board
 - construction paper
 - poster paper
 - sheets of coloured paper
 - mural paper
- HB pencils and eraser
- crayons (wax and pencil), watercolour set and paintbrush, tempera paints
- chalk, charcoal, pastels
- masking tape
- letters of the alphabet
- index cards (coloured and white)
- calendar components: three metal rings, a pocket chart that can be purchased or made of poster paper, a current calendar
- books, magazines, other reading material
- old magazines, calendars, store flyers, and catalogues (to use for projects)
- duotang with loose-leaf paper for the student's journal
- CD player
- tape recorder, blank audiocassette, a microphone for recording (Some recorders have built-in microphones.), or a computer with recording capability
- modelling clay

- an area set aside for a Calendar Wall and a Calendar Corner
- atlas, road map, and globe
- hand mirror
- thin cloth, plastic bag, yarn scraps, brown tissue paper
- ingredients for a nutritious snack

The following material from the Appendix should be removed and ready to use prior to the lessons. The Appendix materials included with Module 4 are as follows:

- Calendar Page
- Calendar Picture
- *Canada's Food Guide to Healthy Eating* (Part 1 and Part 2)
- My Teeth diagram
- Sources of Information
- tree kangaroo time line

Charts from the Appendix in previous modules are also to be used as reference.

Daily Summary

Day 1

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing!* Volume 1 CD

Language Arts

- ☐ *Collections: Amazing Animals*

continued . . .

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 131 and 132

Looking Back

- ☐ Thematic Assignment Booklet 4A
 - Day 1: Learning Log

Story Time

- ☐ mutually chosen reading material

Health and Life Skills

- ☐ old magazines, calendars, store flyers, catalogues

Calendar Time (Time recommended: 10 minutes)

If you are continuing with a calendar from the previous module, begin your usual calendar routine. When you finish the calendar you are working on, follow the procedure below to start a new month.

If you are starting a new month, introduce it by helping your student remove the Calendar Page and Calendar Picture from the Appendix of the Student Module Booklet. Help the student fill in the name of the month and the numbers for the dates of the month. Have the student draw a picture for the month on the Calendar Picture page. The drawing can be a scene that reflects the month's weather or season or of a special event that occurs during the month (a family birthday, a family gathering, or a holiday).

Calendar Time activities help the student develop a sense of order and time. Learning the days of the week and the months of the year will provide many chances for the student to work with numbers and the concept of time.

Highlighting special family events on the calendar can make the learning process more meaningful.

Together with the student, listen to or watch the daily weather forecast on radio or television. Review the meaning of the term *forecast* with the student.

Ask the student to monitor the weather throughout the day to see if it matches the forecast.

Math Time (Time recommended: 45 minutes)

The student works on Module 4: Day 1 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section. This journal was set up in Module 1A with loose-leaf sheets in a duotang. The journal has two sections—a Personal Writing section and a Reading Response section. At the completion of each Student Module Booklet, entries from each of the sections are selected from the journal to submit to the teacher along with the Assignment Booklet.

Music and Movement (Time recommended: 20 minutes)

Consider playing “Autumn to May” and performing the accompanying movements a few times today and on Day 2 as a break.

Language Arts (Time recommended: 60 minutes)

The student reads and responds to the selection “Rabbits.”

Following is a sample list of things the student and you may already know about rabbits.

Rabbits	
• have long ears	• eat carrots and lettuce
• are fluffy	• twitch their noses
• are brown, white, or grey	

Hungry Rabbits

Print the module number and day (M4D1) on the labelled illustration of foods rabbits eat to submit to the teacher on Day 9. Ensure the student’s name is on it.

Recording a Reading

Have the student record himself or herself reading the article “Rabbits” using an audiocassette and tape recorder. If the student has a computer with recording capability, it may be used for any of these activities instead. Check with the teacher to clarify the method you will use for recordings.

Be sure the student states his or her name along with Module 4: Day 1 at the beginning of the recording. Label the tape or CD the same way. Include the recording in the package to the teacher on Day 9. You may use the same tape or CD from before, if there is enough space left. Start where the student left off.

Have the student play the recording to friends and family during sharing time.

Lunch

Silent Reading (Time recommended: 10 minutes)

If the student subscribes to periodicals such as *OWL*, *ChickaDEE*, *WILD* or *Your Big Backyard*, he or she can read them now. If not, have the student select a story from a library book he or she has borrowed. Other reading material may include comic books or a book from the resources listed. Your student might enjoy reading selections from a suitable software program you might have or any Internet sites that have children’s stories or books. Many authors, such as Robert Munsch, have websites with their work posted.

It is important that both of you read silently for 10 to 15 minutes. Each of you chooses separate reading material. There can be no talking once the reading begins, even to help the student with a word.

Encourage the student to use reading strategies if he or she is having a difficult time with a word.

Remember, you are modelling silent reading. Become involved with your reading material.

As this is silent reading time, try to prevent any interruptions.

Ensure the student has enough reading material for reading time.

When you have finished reading, take a few minutes to discuss what you both have read. Talk about the impressions and feelings you both had while reading. As a reading model, be excited about silent reading and enthusiastic about discussing what you have read.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 131 and 132 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it. If you both think the work is well done, acknowledge it with a sticker, stamp, or other appropriate reward.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Health and Life Skills (Time recommended: 60 minutes)

Create a chart on poster paper. Print headings for each stage of human growth. The headings are Infancy, Childhood, Teenage Years, Young Adult, Middle-Aged Adult, and Senior Citizen. Have the student look through magazines, catalogues, flyers, and calendars. Cut out pictures of people from each stage of life and glue them under the appropriate heading in the chart.

Infancy	Childhood	Teenage Years	Young Adult	Middle-Aged Adult	Senior Citizen

Print the module number and day (M4D1) on the chart for submission to the teacher on Day 9. Ensure the student's name is on it.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 1.

Story Time (Time recommended: 10–30 minutes)

Select a book from the reading resources to read aloud to the student. Or, you may read a book of the student's choosing. This should be a chapter book. Read one short chapter a day. (If the chapters are long, read a few pages.)

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 2

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ Thematic Assignment Booklet 4A
 - Day 1: Assignment 1

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics Book

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 133, 134, 135, 136, 137, and 138

Health and Life Skills

- ☐ pictures of the student from infancy to the present

Looking Back

- ☐ Thematic Assignment Booklet 4A
 - Day 2: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student continues to work in Module 4: Day 2 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “Rabbits” in the Reading Response section of his or her journal.

Language Arts (Time recommended: 60 minutes)

The following is an example of how the K-W-L chart can be filled in.

What I K now	What I W ant to Know	What I L earned
<ul style="list-style-type: none"> • Rabbits can’t hear or see when they are born. • Rabbits are born without fur. • Rabbits have a good sense of smell. • Nests are made of grass, moss, and the mother’s fur. 	<ul style="list-style-type: none"> • Where do rabbits make their nests? • How do rabbits talk to each other? • Who thinks rabbits are pests? • Why are rabbits sometimes considered pests? 	

Guide the student to realize that the answers to the questions in the “What I Want to Know” column can be found in books, magazines, and encyclopedias. Other information sources could be people in pet stores or zoos, farmers, the Internet, videos, or the local library. Two software programs for more information are “Amazing Animals” by DK Multimedia and “Zookeeper” by Davidson. Some websites about rabbits are

<http://www.rabbit.org>

<http://www.oink.demon.co.uk/pets/rabbits.htm>

Print the module number and day (M4D2) on the K–W–L chart after all three columns have been filled in. This chart is to be submitted to the teacher on Day 9. Ensure the student’s name is on it.

Assignment Booklet: The student answers true or false questions about rabbits.

Lunch

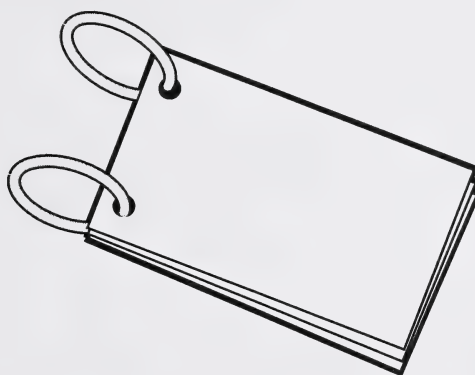
Silent Reading (Time recommended: 10 minutes)

You and the student read silently the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

At the end of Module 3, the words from the Word Wall were removed and placed on two rings into booklets as follows:

- one containing coloured index cards of high-frequency words or words used often
- the other containing theme or personal interest words and words from the stories on white index cards



On occasion review the cards in the ringed booklets, with an emphasis on the high-frequency words.

Today you will start a new collection of words for this module. The student will learn to recognize these words at a glance without pausing to sound them out.

Today's high-frequency words are **head** and **above**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word for study. If not, help the student learn to read the word by doing the following activities:

1. Print a short sentence in which the new word has been replaced by a blank line. Have the student print the new word on the blank and then read the sentence aloud.
2. Print the word on a piece of paper and focus the student's attention on individual letters. Ask the following questions:
 - What is the beginning sound?
 - What is the name of the letter that makes the sound?
 - What is the ending sound?
3. Ask the student to look for smaller words or familiar parts in the new word.
4. Have the student spell the word aloud while printing it on paper.
5. Make a list of words that rhyme with the new words and contain the same word ending. For example, words such as **bread**, **read**, and **dead** would rhyme with **head**.

Phonics (Time recommended: 30–45 minutes)

Follow the directions for pages 133, 134, 137, and 138 in the phonics book. After you explain the phonics lesson on these pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Have the student make the fold-out book on pages 135 and 136 following the directions given. Have the student print his or her name on it and read the story aloud.

Health and Life Skills (Time recommended: 60 minutes)

The student recalls, discusses, and draws the stages of a rabbit on the given time line. Then the student makes a time line of his or her own life and draws a picture for each age.

Enrichment (optional)

The student may choose one of the following:

- The student can use his or her time line to record a brief talk about the ways he or she has grown and changed.
- The student can make a chart, with text and pictures, showing the activities and skills he or she can do now but couldn't a few years ago. The chart could consist of two columns, one labelled "Then" and the other "Now." The "Then" column could include a baby crawling, being fed, or being read to and the "Now" column could show a child running, eating, and reading.

Ensure the student's name along with the module number and day (M4D2) are labelled on the recording or the chart.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 2.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 3

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing!* Volume 1 CD

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ Thematic Assignment Booklet 4A
 - Spelling Pre-Test
 - Day 3: Assignment 2

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics Book

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 139, 141, and 142

Looking Back

- ☐ Thematic Assignment Booklet 4A
 - Day 3: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student continues to work on Module 4: Day 3 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in his or her personal journal.

Music and Movement (Time recommended: 30 minutes)

Consider playing, singing, and moving to “Autumn to May” a few times today and on Day 4 as a break.

Language Arts (Time recommended: 60 minutes)

The student reads and responds to the article “Rabbits.”

Enrichment (optional)

The student may choose one of the following:

- The student can make a list of ways to take care of a pet rabbit. Have the student give the list a title.
- The student can write three interesting facts he or she learned about rabbits and draw a picture for each one.
- The student can draw two pictures—one that shows a pet rabbit’s home and another that shows a wild rabbit’s home. Have the student label each at the bottom.

Print the module number and day (M4D3) on the work the student has chosen and send it to the teacher on Day 9. Ensure the student’s name is on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 30 minutes)

Today, you will pre-test the student on the six spelling words for this module. The term *pre-test* means that you will test the student’s ability to spell specific words without allowing the opportunity to study or even glance at the words before the test.

Study is only required on the words that the student is unable to spell. Further spelling activities will be done on Day 6 with the words the student needs to study.

Assignment Booklet: Give the student the spelling pre-test. Do not let the student see the words beforehand. Test the student on these six words.

kind	began
almost	live
page	got

When giving the spelling pre-test, use the following steps:

- Say the word.
- Say the word in a sentence but not as the beginning word.
- Repeat the word.

After the pre-test, have the student print each word on a coloured index card (a different colour from the high-frequency word index cards) and tape it on the Word Wall under the appropriate letter.

Phonics (Time recommended: 30 minutes)

Read page 139 aloud to the student, or have the student read it. Have the student answer the questions on the page. Follow the directions for pages 141 and 142 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Health and Life Skills (Time recommended: 60 minutes)

Print the module number and day (M4D3) on the coloured picture from the Appendix of the Student Module Booklet showing the student's teeth. Ensure the student's name is on it for submission to the teacher on Day 9.

Assignment Booklet: The student lists ways of keeping teeth healthy.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 3.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 4

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ Thematic Assignment Booklet 4A
 - Day 4: Assignment 3

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics Book

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 143 and 144

Health and Life Skills

- ☐ *Canada's Food Guide to Healthy Eating* from the Appendix

Looking Back

- ☐ Thematic Assignment Booklet 4A
 - Day 2: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student continues to work on Module 4: Day 4 in the math program.

Language Arts (Time recommended: 60 minutes)

The student reads and responds to the story “The Tiny Patient.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the story “The Tiny Patient” in the Reading Response section of the journal.

Assignment Booklet: The student sequences events from the story.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 5–15 minutes)

Today’s high-frequency words are **earth** and **need**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the words at a glance, tape them to the Word Wall and select two other words for study. If not, help the student learn to read the words by doing the activities outlined in Day 2.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 143 and 144 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Health and Life Skills (Time recommended: 60 minutes)

The student learns about the four food groups and the importance of each.

Print the module number and day (M4D4) on the drawings of the four foods (one from each food group) and the accompanying sentences for submission to the teacher on Day 9. Ensure the student’s name is on it.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 4.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Day 5

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1
- ☐ *Music and Movement in the Classroom* book

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ Thematic Assignment Booklet 4A
 - Day 5: Assignment 4

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 145 and 146

Art

- ☐ chalk, charcoal, pastels
- ☐ illustrated bird books, posters of birds, or animal encyclopedia

Looking Back

- ☐ Thematic Assignment Booklet 4A
 - Day 5: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student continues to work on Module 4: Day 5 of the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section.

Music and Movement (Time recommended: 20–30 minutes)

Consider playing “Piggy Bank” and have the student mimic animal actions a few times today and on Day 6 as a break.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the story “The Tiny Patient.”

List all the words ending in “ly” on a chart and display it as a reference in the student’s work area. Encourage the student to add to it throughout the year.

Assignment Booklet: The student completes sentences using “ly” words.

Print the module number and day (M4D5) on the picture illustrating a sentence using descriptive words. Ensure the student’s name is on it for submission to the teacher on Day 9.

Enrichment (optional)

The student can research the kinds of homes birds live in. Questions to guide the investigation can include the following:

- Which bird homes do I want to find out about?
- Where do the birds build their nests?
- What are the nests made of?
- Do all birds build the same kind of nest?

Provide a variety of resources for the student’s use. A visit to the library may be necessary. Family members may also help in finding information. The student could create a web or write a brief report with the information. Your student may wish to submit the research to the teacher on Day 9.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 145 and 146 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student understands the directions on both pages. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Art (Time recommended: 60 minutes)

The student sketches birds from pictures or illustrations. Provide the student with pictures and illustrations of birds in bird books, posters, encyclopedia, and the Internet. The following website has information on birds:

<http://www.enchantedlearning.com/subjects/birds/>

From the website, select “Bird Printouts” for pictures of a variety of birds the student can sketch.

Print the module number and day (M4D5) on the labelled bird sketches for submission to the teacher on Day 9. Ensure the student’s name is on it.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 5.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Day 6

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ Thematic Assignment Booklet 4A
 - Day 6: Assignment 5

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 147 and 148

Looking Back

- ☐ Thematic Assignment Booklet 4A
 - Day 6: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student continues to work on Module 4: Day 6 in the math program.

Language Arts (Time recommended: 60–75 minutes)

The student reads and responds to the story “Pasha and the Butterfly.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the story “Pasha and the Butterfly” in the Reading Response section of his or her journal.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 147 and 148 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Enrichment (optional)

The student can choose one of the following:

- The student can write about a time he or she took care of a living thing like Pasha did. Have the student refer to the “Writing Process” chart as he or she writes.
- The student can research and make a diagram of the life cycle of a butterfly. Provide the appropriate resources for this (encyclopedia, insect books, the Internet).
- Using paint, crayons, chalk, or oil pastels, the student can make a picture of a butterfly. Provide appropriate resources for this (insect books, magazines, the Internet).

Print the module number and day (M4D6) on the work the student has chosen and send it to the teacher on Day 9. Ensure the student’s name is on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student read silently the materials selected for this time.

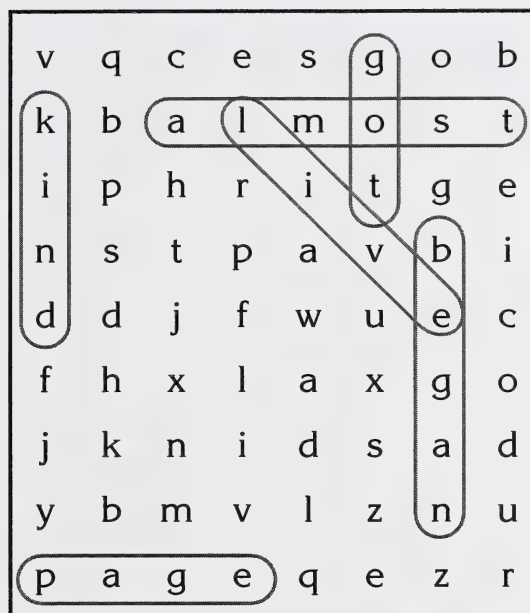
Spelling (Time recommended: 30 minutes)

The spelling words for this module are **page, got, kind, began, almost, and live**. As a result of the pre-test on Day 3, you and your student will know which words need to be practised. Review these words, pointing out the following:

- Look for little words in bigger words, such as *most* in *almost*, *be* and *an* in *began*, *age* in *page*, and *go* in *got*.
- Use your finger as a pencil to print the word on your arm, desk, or table.
- Look for the *silent e* at the end of a word that usually makes the first vowel long as in *page*. (Point out that *i* in *live* can be pronounced as either a “long i” or a “short i” depending on the meaning of the word.)
- Say the word slowly to help you spell it.

If the student could correctly spell all six words given in the pre-test, have him or her practise personally chosen words from the stories.

Word Search Solution



Words I Use Often (Time recommended: 15 minutes)

Today's high-frequency words are **far** and **hand**. Print each on a coloured card. Show the words, one at a time, to the student. If the student can read and recognize the word at a glance, tape it to the Word Wall and select a new word to practise. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Health and Life Skills (Time recommended: 60 minutes)

The student learns about combination foods.

Assignment Booklet: The student answers questions about the four food groups and gives an example of a combination food.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 6.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 7

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #2

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ Thematic Assignment Booklet 4A
 - Day 7: Assignment 6

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 149 and 150

Looking Back

- ☐ Thematic Assignment Booklet 4A
 - Day 7: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student continues to work on Module 4: Day 7 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in his or her personal journal.

Music and Movement (Time recommended: 30 minutes)

Consider playing “Eensy Weensy Caterpillar” while the student moves to it a few times today and on Day 8 as a break.

Language Arts (Time recommended: 60 minutes)

The student reads and responds to the “True or False?” selection.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student read silently the materials selected for this time.

Spelling (Time recommended: 20–30 minutes)

Assignment Booklet: The student writes six sentences that contain the spelling words from the pre-test (**page**, **got**, **kind**, **began**, **almost**, and **live**) or personally chosen words.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 149 and 150 in the phonics book. After you explain the lessons on the two pages, have the student work independently. Make sure the student understands the directions on both pages. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Health and Life Skills (Time recommended: 45–60 minutes)

The student learns that a balanced meal includes food from all four food groups.

Print the module number and day (M4D7) on the picture of a balanced meal for submission to the teacher on Day 9. Ensure the student’s name is on it.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 7.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 8

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Amazing Animals*

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 151 and 152

Health and Life Skills

- ☐ ingredients for a nutritious snack

Looking Back

- ☐ Thematic Assignment Booklet 4A
 - Day 8: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student continues to work on Module 4: Day 8 in the math program.

Language Arts (Time recommended: 60–90 minutes)

The student researches animal facts. Review the sources for finding information in the web “Sources of Information” and from the “True or False?” selection. Provide the student with a variety of print or electronic resources, and a list of people the student might interview. The *Canadian Encyclopedia Student Edition* CD gives information about animals in Canada. If you have a computer, use software programs, such as *Amazing Animals* by DK Interactive Learning for information on animals. Informative websites on animals include the following:

- <http://www.seaworld.org/>
- <http://www.yahooligans.com>

Review and discuss the following on how to write notes:

- Use words and phrases instead of sentences.
- Use dots and dashes to separate points.
- Use a web to record notes.

Provide time for the student to use the resources and write notes about the information. Guide the student as needed in organizing his or her information and writing sentences using the jotted notes.

Journal Time (Time recommended 10–15 minutes)

The student responds to the selection “True or False?” in the Reading Response section of the journal.

Presenting an Oral Report

The student is to use his or her notes from research on animal facts to prepare an oral presentation for recording.

Discuss points that will help the student develop the material for the report as follows:

- Tell what the topic is at the beginning.
- Give a few facts about the animal.
- Have a concluding sentence or share a personal feeling about an animal.

Then discuss presentation techniques such as the following:

- Use notes for reference.
- Speak clearly and slowly.
- Make eye contact.

Model the reporting as discussed with the student. Orally present the written report that follows, and then show the notes and the report to the student.

Report for Oral Presentation

My report is on walruses.

Walruses like to live where it's cold. They have a thick layer of blubber to keep them warm. They spend most of their lives in the water where they catch clams to eat. They love clams.

I saw a walrus when I was at Sea World. It sprayed water on me!

Notes

Walruses

- live where it's cold
- have a thick layer of blubber
- mostly live in water
- eat clams

Be sure the student states his or her name and Module 4, Day 8 at the beginning of the recording. Label the recording the same way. Include the recording in the package to the teacher on Day 9.

Have the student play the recording to friends and family during sharing time.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

Today's high-frequency words are **high** and **year**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 30–40 minutes)

Follow the directions for pages 151 and 152 in the phonics workbook. After you explain the lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Health and Life Skills (Time recommended: 60 minutes)

The student learns about nutritious snacks. Assist your student with selecting a suitable snack, such as the following: crackers with any or a combination of cheese, pepperoni, tomato sauce, peanut butter, jam, and so on; any kind of mini-sandwich on a variety of breads (bagels, pita bread, buns); spreads for bread or crackers; plain popcorn with grated cheese; celery sticks with cream cheese; nachos with sauce; yogurt dips for crackers or cut-up vegetables; ready-to-eat hot cereals with pieces of fruit; snack plate such as sardines, cherry tomatoes, cheese, cold cuts, and so on; spiced nuts; dried fruit.

Print the module number and day (M4D8) on the recipe for submission to the teacher on Day 9.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 8.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 9

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- CD player
- *Ideas That Sing!* Volume 1 CD
- *Music and Movement in the Classroom* CD #1

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ Thematic Assignment Booklet 4A
- ☐ Day 9: Assignment 7

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 153 and 154

Health and Life Skills

- ☐ *Canada's Food Guide to Healthy Eating* (Part 2) from the Appendix

continued . . .

Looking Back

- ☐ Thematic Assignment Booklet 4A
 - Day 9: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student continues to work on Module 4: Day 9 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of the journal.

Music and Movement (Time recommended: 20–30 minutes)

Have the student perform the animal movement activities a few times today and on Day 10 as a break.

Language Arts (Time recommended: 60 minutes)

The student reads and responds to “Animal Riddles.” Discuss the riddles with the student, but allow the student to make a guess for each.

Assignment Booklet: The student writes a riddle and draws a picture of it.

Enrichment (optional)

The student can do any of the following:

- Read books about other animals.
- Write more animal riddles and create his or her own “Animal Riddles” booklet.
- Make a poster of Canadian animals by cutting out illustrations and photographs from various magazines and arranging them on appropriate paper. The poster should have a title.

Print the module number and day (M4D9) on the work the student has chosen and send it to the teacher on Day 9. Ensure the student’s name is on it.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 153 and 154 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Make sure the student understands the directions on both pages. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Health and Life Skills (Time recommended: 60 minutes)

The student learns about the amount of food needed every day from the four food groups.

Print the module number and day (M4D9) on the menu plan for submission to the teacher at the end of the day.

Enrichment (optional)

Have the student make up food riddles like the animal riddles at the beginning of the lesson.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. The student chooses the journal entries for submission from the ones completed throughout Days 1 to 9. Have the student explain why these particular pieces of writing were chosen. Complete the Learning Log for Day 9.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Use the Items for Mailing checklist at the end of Assignment Booklet 4A to ensure that you include all items for the teacher. Submit all the requested items for marking now.

ASSIGNMENT BOOKLET 4A

Grade Two Thematic
Module 4A: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

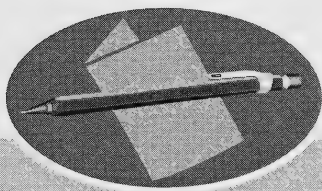
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 4A

Taking Care of Me

ASSIGNMENT BOOKLET 4A



Learning
Technologies
Branch

Alberta
LEARNING

Grade Two Thematic
Module 4: Taking Care of Me
Assignment Booklet 4A
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

Learning Log

Home Instructor's Comments

What have you observed about the student's developing reading ability? Refer to today's reading activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to read in meaningful chunks rather than single words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes previous high-frequency words on sight |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • demonstrates an understanding of text when answering questions |

Use this space for questions or comments about the student's developing reading ability. You may also make general comments about the day's work.

Student's Comments

What would you like to tell your teacher about today's lesson?

Assignment 1

Print **True** or **False** beside each statement.

1. Rabbits like to eat soft things so they won't hurt their teeth.

2. When a rabbit is born, it can see.

3. Baby rabbits drink their mother's milk at first. _____

4. The mother rabbit uses some of her own fur to make the nest.

5. A baby rabbit has fur when it is born. _____

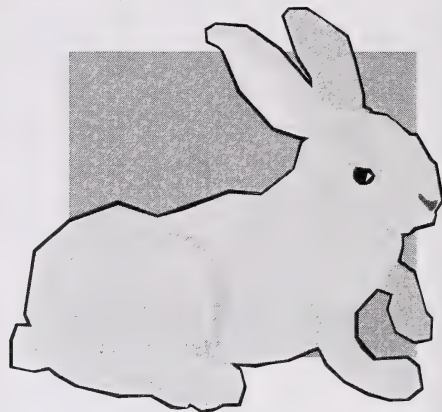
6. The father and mother rabbit stay near the nest to protect the babies from danger. _____

7. Baby rabbits huddle together to keep warm. _____

8. Baby rabbits eat meat to help them grow. _____

9. A baby rabbit can hear at birth. _____

10. A baby rabbit can smell at birth. _____



Learning Log

Home Instructor's Comments

What have you observed about the student's ability to categorize related information and ideas? Refer to today's time line activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can describe growth of a rabbit to match the age on the time line |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands the organization of a time line (time, sequence, intervals) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows obvious changes in own time line in growth, such as height and other observable changes |

Add any comments you have about the day's work.

Student's Comments

Spelling Pre-Test

Listen carefully to the words your home instructor gives you. Neatly print the words on the lines.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Assignment 2

List four ways to keep your teeth healthy. Draw two of these ways on the next page.

1. _____

2. _____

3. _____

4. _____



In the boxes draw two of the ways to show how to keep your teeth healthy.

--	--

Learning Log

Home Instructor's Comments

What have you observed about the student's skills in drama and music?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware of how different animals move |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can mimic the movements of animals |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • moves to the rhythm of the music |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys this type of activity and participates |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can learn a song by listening to it several times |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can distinguish and respond to words of a song and move accordingly |

Add any comments you have about the student's development in music and drama.

Student's Comments

Tell your teacher about the best thing you did today.

Assignment 3

“The Tiny Patient”

Put the following sentences in the correct story order.
Print 1 beside the first thing that happened, 2 beside the second thing that happened, and so on.



The grandmother and the little girl made a nest out of white cotton.	_____
A grandmother and a little girl found a chipping sparrow that had hurt its wing.	_____
One summer day, when she was well enough to fly, the little sparrow flew away.	_____
They put the bird near the window so she could see her friends.	_____
They fed her soft buns and water every day.	_____
They put the grandmother’s handkerchief over the sparrow and brought her into their warm, safe kitchen.	_____

Learning Log

Home Instructor's Comments

What have you observed about the student's attitude toward reading?
Check **yes** or **not yet**.

☐ yes ☐ not yet

☐ yes ☐ not yet

☐ yes ☐ not yet

☐ yes ☐ not yet

☐ yes ☐ not yet

☐ yes ☐ not yet

- is developing more of a preference for silent reading
- demonstrates increased confidence as a reader
- expects to be successful when reading a text for the first time
- likes to talk about what has been read
- enjoys listening to and reading a variety of genres
- is developing a preference for particular genres and authors

Add any comments you have about the student's developing reading abilities.

Student's Comments

What would you like to tell your teacher about your reading?

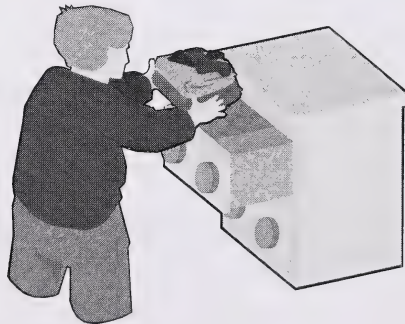
Assignment 4

In the following boxes, add **ly** to each word.

tight_____	sad_____	soft_____
real_____	neat_____	loud_____

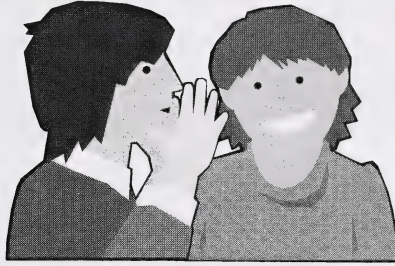
Use the best words from the boxes to complete the following sentences.

1. Are rabbits _____ blind when they are born?
2. Mother asked me to put my clothes away _____.



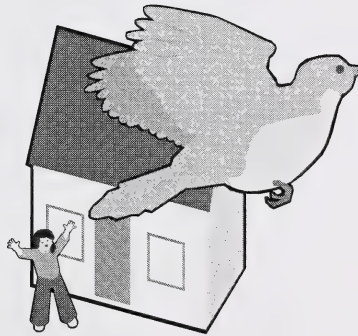
3. I shut the window _____ to keep out the cold.

4. My friend whispered so _____ that I could barely hear her.



5. The baby cried so _____ we couldn't sleep.

6. The little girl watched _____ as the tiny bird flew away.



Learning Log

Home Instructor's Comments

What have you observed about the student's ability to experiment with words? Refer to today's activity using adjectives. Check **yes** or **not yet**.

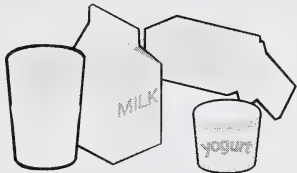
- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • suggests descriptive words to use |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • suggests descriptive words that make sense |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses original descriptive words |

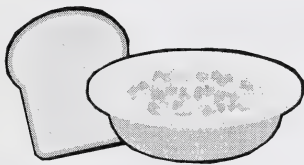
Add any comments you have about the day's work.

Student's Comments

Assignment 5

1. Look at each picture. Beside it, print the name of the food group that it belongs to.





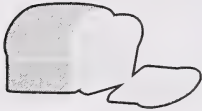




2. Draw a line to match the food to the food group.



milk product



meat and alternative



grain product



vegetables and fruits

3. Print the name of a combination of food.

4. List each food that is in your combination food and beside it print the name of the food group it belongs to. You do not have to fill every line.

Learning Log

Home Instructor's Comments

What have you observed about the student's approach to learning phonics and spelling? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •shows an interest in gaining new word skills |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies a compound word |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recognizes blends in the initial and final position in words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies the consonant digraphs "sh," "th," "wh," "kn," "ch," "ck," and "wr" and the sounds they make in words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies and distinguishes among the vowel sounds of "ar," "or," "ir," "er," and "ur" in words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies contractions |

Add any comments you have about the student's approach to phonics.

Student's Comments

What would you like to tell your teacher about your day?

Assignment 6

Write a sentence for each of these words.

- | | |
|---------|-----------|
| 1. page | 4. began |
| 2. got | 5. almost |
| 3. kind | 6. live |

Underline each spelling word in the sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's ability to organize and read a grid? Refer to the activity "Animal Facts" from this morning. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can recognize information in jot note form |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can sort true and false statements correctly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can use a grid to read information in the cells |

Add any comments you have about the day's work.

Student's Comments

What would you like to tell your teacher about your day?

Learning Log

Home Instructor's Comments

What have you observed about the student's research, writing, and presentation skills? Refer to today's research activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • chooses appropriate resources to use for research |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes notes on the information read independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes notes on the information read with assistance |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to select an outstanding fact from the information to write about |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is confident when presenting orally |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • speaks clearly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses notes effectively |

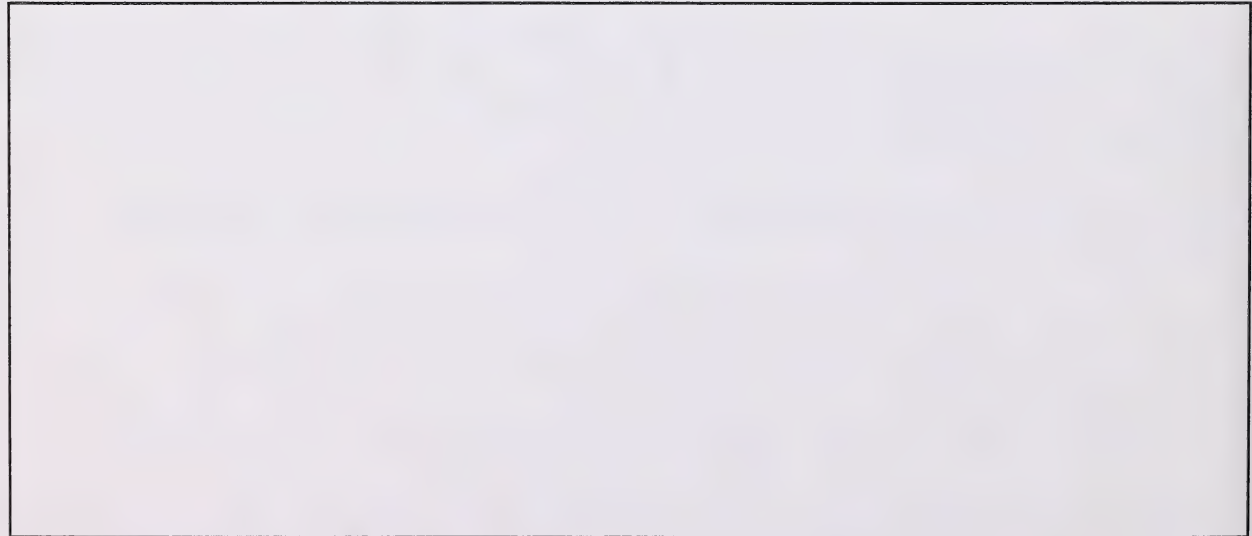
Add any comments regarding the student's development in research writing.

Student's Comments

What would you like to tell your teacher about your report and presentation on animal facts?

Assignment 7

Write your animal riddle on the following lines. Then draw a picture of the animal in the box below your riddle. Write the answer to your riddle under the picture.



Learning Log

Home Instructor's Comments

What have you noticed about the student's attitude, effort, and participation?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is eager to learn new activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys learning how to care for him or herself |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • willingly participates in physical activity |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • willingly undertakes "desk work" |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • likes to express what he or she knows |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks for and accepts help when it is needed |

Use this space for questions you may have or other comments about the student's attitude, effort, and participation.

Student's Comments

What would you like to tell your teacher?

Grade Two Thematic—Assignment Booklet 4A
Module 4A: Taking Care of Me
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 1 – 9

- ☐ Thematic Assignment Booklet 4A

Ensure all assignments and Learning Logs have been completed.

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 131–154
- ☐ two entries from the Personal Writing section chosen by the student
- ☐ two entries from the Reading Response section chosen by the student

Day 1

- ☐ labelled illustration of the foods rabbits eat
- ☐ recording of the reading of the selection "Rabbits"
- ☐ chart with pictures of people in stages of human growth

Day 2

- ☐ K-W-L chart about rabbits
- ☐ recording of the ways the student has grown and changed (optional)
- ☐ chart showing the activities and skills the student can do now (optional)

Day 3

- ☐ list of ways to take care of a pet rabbit (optional)
- ☐ three interesting facts about rabbits, with pictures (optional)
- ☐ two pictures of rabbits' homes (optional)
- ☐ picture showing the student's teeth

Day 4

- ☐ illustration of four foods with accompanying sentences

Day 5

- ☐ picture illustrating a sentence that uses adjectives
- ☐ research on bird homes (optional)
- ☐ two or three labelled bird sketches

Day 6

- ☐ written account of a time the student took care of a living thing (optional)
- ☐ diagram of the life cycle of a butterfly (optional)
- ☐ picture of a butterfly (optional)

Day 7

- ☐ labelled picture of a balanced meal

Day 8

- ☐ recording of the animal facts report
- ☐ snack recipe

Day 9

- ☐ poster of Canadian animals (optional)
- ☐ Animal Riddles booklet (optional)
- ☐ menu plan for a day